DOCUMENT RESUME

ED 410 167 SO 027 993

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TITLE H. J. Heinz Company: "To Do a Common Thing Uncommonly Well." Fourth Grade Social Studies Unit.
PUB DATE 22 Nov 95
NOTE 115p.; Some photographs may not reproduce well.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Grade 4; Instructional Materials; Intermediate Grades; *Local History; *Manufacturing; *Manufacturing Industry; *Social Studies; *State History; Technology; United States History
IDENTIFIERS *H J Heinz Company; Pennsylvania (Pittsburgh)

ABSTRACT

This integrated unit on the H. J. Heinz Company is intended for fourth grade and provides a broad understanding of history, social science, geography, science, mathematics, literature and economics. Students will discover that many other industries, besides iron and steel, were prospering in the mid-1800s. The table of contents lists: (1) Rationale; (2) Background; (3) Resources; (4) Goals; (5) Vocabulary; (6) Letter to Parents; (7) Photograph Index; (8) Activities; (9) Lesson Plans; (10) Appendix; and (11) Annotated Bibliography. The photographs and articles in the unit come from the H. J. Heinz Company archives. Contains five pages of references. (EH)

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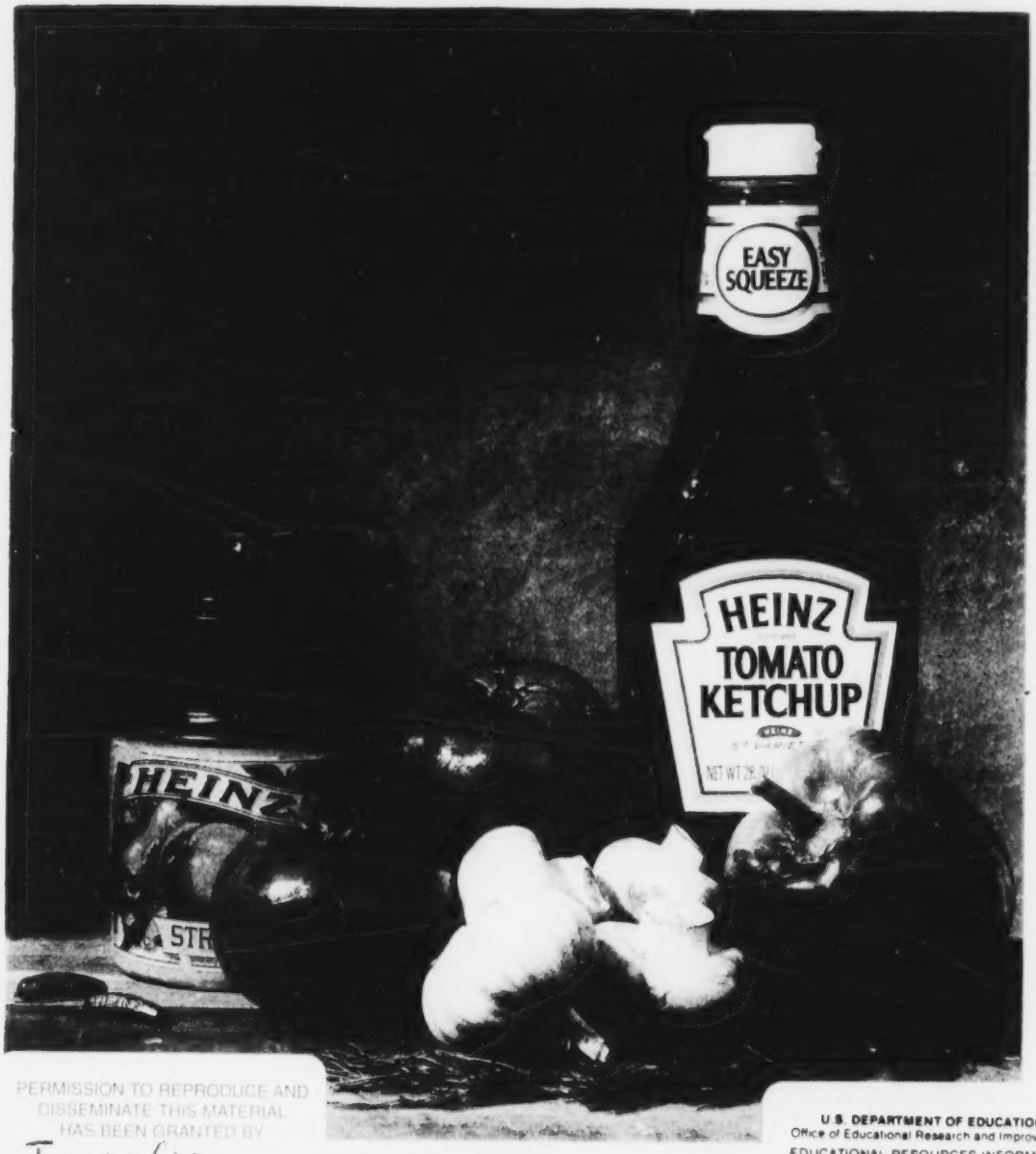
H. J. HEINZ COMPANY

"To do a common thing uncommonly well."



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H. J. Heinz Company

"To do a common thing uncommonly well."

Jennifer Eckert

Fourth Grade

Social Studies Unit

November 22, 1995

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H. J. HEINZ COMPANY -- UNIT RATIONAL

"To do a common thing uncommonly well" is an integrated unit on the H. J. Heinz Company for the fourth grade. We will use the H. J. Heinz Company as a vehicle for broader understanding of history, social science, geography, science, math, literature, and economics. This is an important unit because it approaches many of the topics about which fourth graders learn. Some of the topics that this unit emphasizes include: the five themes of geography, historical urban geography, and the elements required in operating a company. The H. J. Heinz Company, with its exceptional way of producing common everyday products that everyone uses, provides students with an unique perspective of the industrial era in the United States. Students usually learn about the iron and steel industries. However, in this unit students will discover that many other industries, besides iron and steel, were prospering in the mid-1800s. Furthermore, students will be able to apply what they learn during this in-depth study of the H. J. Heinz Company to other manufacturing industries. By looking closely at the H. J. Heinz Company, students are able to see a realistic example of how everything that they learn in school applies to operating a corporation. Within this unit, each student will participate in many activities that will help them understand the world around them.

H. J. HEINZ COMPANY

"To do a common thing uncommonly well."

Henry John Heinz built a food empire by producing common everyday products that everyone used. He created this empire, in 1869, at a time in the history of Pittsburgh when the primary growth was in the coal, iron, and steel industries. It was at this time when Henry John Heinz joined the list of great industrial leaders of Pittsburgh that included: Carnegie, Frick, Westinghouse, and Mellon.

In 1869, Henry John Heinz and L. Clarence Noble formed a partnership to sell bottled horseradish. This partnership located in Sharpsburg, Pennsylvania, was called the Heinz, Noble, & Company. This horseradish was bottled in clear glass in order to show the customers that the horseradish was the best quality with no leaves, wood, or turnip filler. H. J. Heinz and his partner L. C. Noble had their processing, packaging, and headquarters located in a two-story farmhouse in Sharpsburg, Pennsylvania, which is six miles up the Allegheny River from Pittsburgh. As this company expanded, it moved in 1875 to its present location on the Northside of Pittsburgh.

By 1875, the Heinz, Noble, & Company was the country's leading producers of condiments. This partnership had one hundred acres of garden along the Allegheny River next to the plant. Also at this time the company was producing an

annual capacity of three thousand barrels of sauerkraut, fifteen thousand barrels of pickles, and fifty thousand barrels of vinegar. Even though their business was doing well, the partners overextended themselves due to the Jay Cooke banking panic, which tightened credit. The partnership filed for bankruptcy. Henry John Heinz promised to repay all of his debts. Finally after the 1879 depression, Heinz was able to repay all of his debts and restart his business with his brother, John, and his cousin Frederick.[1] This business, called the F. & J. Heinz Company, also sold pickles and preserved fruit.

Henry John Heinz eventually took over total control of the business and renamed it the H. J. Heinz Company in 1888. One unique thing about the H. J. Heinz Company is the famous Heinz Pickle Pin. The pickle pin is a pin that is shaped like a pickle. In 1893 at the Chicago World's Fair, Heinz introduced the pickle pin and it has become one of the most famous and popular souvenirs in American advertising history.[2] At the Worlds Fair, in order to get people to come to the Heinz exhibit, Henry John Heinz offered everyone a free gift, the pickle pin. The pickle pins are still given to anyone who asks for it.[3] This pickle pin was a

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[1]Robert C. Alberts, "The Good Provider," American Heritage, February 1972, p. 28.

[2]H. J. Heinz Company--Relishing the Past, Pittsburgh: H. J. Heinz Company, 1994.

[3]"Heinz Pickle Journal," Volume 57, Number 1.

more effective advertising tool than a regular advertising poster.

In 1901, the Heinz Company was the largest cannery in the country. The Sanborn Fire Insurance Maps of Pittsburgh from 1927 show that the H. J. Heinz Factory encompassed a large area along the North shore of the Allegheny River. The company was aware of its leadership position; in 1901, Heinz declared, "Any one of our present buildings in Pittsburgh is as large as the entire plant of any other concern in the same business in this country."[4] The canning factory of the H. J. Heinz Company occupied eight buildings. Each had a different purpose: the main offices; the vinegar and sauces building; the building in which tin cans were made; the bottling and engine building; box and tank factory; the baked bean building; the pickle building; and a storage building. The Heinz auditorium was also located in the Heinz factory complex. In the center of the eight main buildings was a large courtyard for the employees and visitors to enjoy. Along the railroad tracks, there was a large area that was used as a shipping platform.

Six miles up the Allegheny River, in Sharpsburg, Pennsylvania, the H. J. Heinz Company operated a glass factory. This factory was located near the original Heinz factory. In 1900, the glass factory produced millions of

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[4]Robert C. Alberts, The Good Provider, Boston: Houghton Mifflin Company, 1973, p. 149.

glass bottles and jars for the Heinz products. These bottles and jars were then shipped down the river to the Heinz plant.[5]

The Allegheny River and the railroads were two ways the H. J. Heinz Company transports its products. Since the Heinz Company was located along the Allegheny River, the river was used daily in order to ship products out of Pittsburgh. The Heinz plant was established between the two main railroads that came through Pittsburgh: the Pennsylvania Railroad, and the Baltimore and Ohio Railroad. These two railroads ran on either side of the Heinz plant through its factory yards. In 1900, Heinz operated its own line of refrigerated cars and pickle and vinegar tank cars.[6]

The H. J. Heinz Company has always been known for the high standards of its product. Heinz also had very high standards for its workers. Heinz expected its employees to meet its standards and in return it rewarded them in many different ways, a theme which will be discussed in a later section.

Immigrant women of all ages came to Pittsburgh seeking employment. Many of the jobs available for women at turn of the century like teaching and nursing required skills that

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[5]The Pittsburg Leader, Allegheny, PA: Jos T. Colvin and Company Printers, c. 1900.

[6]The Pittsburg Leader, c. 1900.

these women did not have and could not acquire. Therefore, the jobs that women received were limited to scrubwoman, or manual labor in some trades such as in laundries, in garment making, in glass factories, in cigar factories, and in packaged food plants.[7] Henry John Heinz treated his employees as though they were members of his family. He believed that if you treat people fairly and decently, they will be happier and more productive.[8] "Heart power is better than horse power" was H. J. Heinz's economic and spiritual philosophy, which motivated people because they were treated well.[9]

In 1907, fifty-eight percent of the employees of the H. J. Heinz Company were women.[10] Younger women employees, between the age of fourteen and twenty, primarily worked in the pickle department bottling pickles. Older women also worked for Heinz, but they customarily held supervisory positions. Women who had worked for the company for several years were usually promoted to being the foreperson of the bottling department.

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[7]Henry John Heinz, III, Great-Grandfather Heinz's Pittsburgh, A Talk before the Historical Society of Western Pennsylvania, March 7, 1973.

[8]Eleanor Foa Dienstag, In Good Company, New York: A Time Warner Company, 1994, p. xiii.

[9]H. J. Heinz Company--Relishing the Past, 1994.

[10]Elizabeth Beardsley Butler, Women and the Trades, New York: Arno and The New York Times, 1969, p. 34.

In the factory, women performed different types of jobs than men. These jobs that women executed were secondary and comparatively mechanical jobs compared to the jobs that men performed. For example, some of the jobs that women did included: washing bottles, scrubbing floors, helping in the kitchen, sorting and bottling pickles, preparing raw materials, and labeling and filling jars of preservatives. The women employees of Heinz packed jars of pickles by hand. Peeling onions and apples were other jobs that many women performed. The women who worked in the bean building spent a large portion of their time filling and operating the bean machine. The men held administrative positions that attended to the processing, sale, and shipping of the products. Men also performed the actual cooking and preserving of fruit, the pickling of cucumbers, and the baking of beans.

The H. J. Heinz Company did employ children, especially in the summer during harvesting season. The children who worked for Heinz were employed as errand runners. The majority of the errand runners were young boys, who were usually paid on a daily wage basis.[11] Other canneries throughout the United States employed more children than Heinz did. These conditions, unhealthy for anyone, were

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[11]Butler, Women and the Trades, p. 33.

especially risky for growing children.[12] Heinz would have never allowed anyone to work in these types of conditions.

While performing their specific job, the girls had a very strict work schedule. They worked six days a week, all except Sunday. The girls worked two shifts per day. The morning shift was from 7:00 AM until noon. They received a half an hour lunch break from 12:00 until 12:30. Then the girls worked the afternoon shift, which was from 12:30 until 5:40 PM. On Saturdays the workers were allowed to leave work an hour early, at 4:40.[13]

When entering and exiting the factory, the women had to go through the Time Office in order to register their time of arrival and departure. As with all factories, Heinz wanted to make sure his workers arrived to work on time and stayed until the end of the work day. Having the employees register also made it easier for Heinz to give its workers the correct amount of pay, as with any company.

The wages that the women earned varied depending on the type of position that the women held. For example, Lillian Weizmann started working for Heinz at the age of fourteen. She started in the pickle department as a bottler in 1902, making five cents an hour. She usually worked ten hours a day, six days a week, earning three dollars a week. At the

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[12]Russell Freedman, Kids at Work, New York: Clarion Books, 1994, p. 39.

[13]Heinz, Great-Grandfather Heinz's Pittsburgh, March 7, 1973.

age of eighteen, Weizmann was promoted to bottling department foreperson. In this position, she received a pay raise, collecting eight dollars a week.[14]

During the busy season, which was the summers, the women were permitted to work overtime. Usually during this season, the girls were working seventy-two hours per week. However, according to the working laws, the women were only allowed to work sixty hours per week. The girls in the bottling and labeling rooms hardly ever worked overtime.

Many of the women who were employed by the Heinz Company still found time to attend school. There were two schools that the girls could attend in order to get their high school diploma. These schools were St. Mary's Parochial School and the Eighth Ward Public School. After graduation, Heinz encouraged his employees to seek higher education. Many of the girls did go to college by taking night classes from Duff's Business School.[15]

The Heinz pickling department, in 1900, contained rows of blue-gowned, white-capped girls sitting at long tables. These girls were transferring pickles from bowls to thick glass bottles that contain vinegar and preserves. Each girl followed a sample pickle jar to place each pickle correctly into the bottle. The girls had to put twelve pickles in

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[14]Robert C. Alberts, Personal Papers of Robert C. Alberts, 1972.

[15]Robert C. Alberts, The Good Provider, p. 145.

each jar, making sure that the nice looking pickles were facing the outside.[16] After the bottles were filled, each one was inspected and compared with the model. If the bottle did not pass inspection, it was sent back to the girl to be re-bottled.[17]

The labeling of the jars was also a complex process. Each label was done by hand and placed on jars of apple butter, jellies, preserves, pickles, olives, and gherkins. On each jar and bottle, four labels were pasted: two side labels, one on the lid of the jar, and another label around the neck of the jar. The labels also went through a critical inspection for perfection in appearance. A labeling machine was used for cans of beans and soups. At least six or eight girls were required for each machine to keep it running properly.[18]

At a time in history when women and children were working in sweat shops, Heinz created a respectable place for women and men to work. By constructing a healthy and pleasant working environment Heinz compensated his workers.

> . . . It is a common thing now to see big factories and large industrial plants paying considerable attention to the social welfare and

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[16]Alberts, Personal Papers of Robert C. Alberts.

[17]Butler, Women and the Trades, p. 35.

[18]Butler, Women and the Trades, p. 36.

> health and happiness of their employees, but to Mr. Heinz belongs the pioneer honors.[19]

Heinz was always concerned about how his workers were treated.

He created a pleasant working environment by requiring that the factory meet the same high standards of the Heinz products. Heinz created a factory where the working conditions were better than many of living conditions of the workers.[20] For example, the factory was built with light colored brick, which stood out against the dark background of industrial Pittsburgh. Inside the factory, the walls were painted white with very wide windows. The workers worked at spotless white tables that were cleaned several times a day.[21] This created a bright and cheerful working atmosphere, which was very different than the other factories of Pittsburgh at this time.

The majority of employees of the H. J. Heinz Company, in 1900, were women. Because of this, Heinz provided many benefits to its women workers that women did not receive in any other industries in Pittsburgh. The women workers, who handled food, were given weekly manicures. He allowed the women to take baths in the company's bath tubs before going home if they wanted to. The company hired a company doctor

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[19]Tarbell, "Heinz--The Man, Not the Pickle," Human Life, August 1910.

[20]H. J. Heinz Company--Relishing the Past, 1994.

[21]Butler, Women and the Trades, p. 34.

and dentist for the employees to consult if needed. The women workers also had their own dressing room and lunch room. All employees had their own lockers with keys to store personal items.

Heinz wanted everyone to enjoy coming to work. He wanted his employees to be friends while working and off-duty. Therefore, H. J. Heinz Company created an environment in the factory that was similar to that of a family. Heinz created a family atmosphere in several ways: the company newspaper, the Sarah Heinz House, the auditorium, and special events.

The H. J. Heinz Company created a family atmosphere by publishing a company newspaper every Tuesday, called Heinz 57 News. This paper was written by the employees for the employees; therefore, it did not contain advertisements or news that did not pertain to the Heinz Company. The Heinz 57 News contained articles about employees and the Heinz Company endeavors. A large section of the paper was designated for "personals" where employees wrote messages to each other. Heinz 57 News created good spirits and made everyone feel closely acquainted with each other.[22]

Another way the H. J. Heinz Company provided for its workers was to create a recreational house for children and adults. This house, the Sarah Heinz house, was located next

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[22]Heinz 57 News, Pittsburgh: H. J. Heinz Company, 1889-1919.

to the Heinz factory. It was completed in 1915 as a memorial to Henry John Heinz's wife Sarah.[23] This house was an outgrowth of the Boys' Club movement. It had a gymnasium, swimming pool, bowling alleys, special game rooms, reading rooms, and locker rooms for its members to use. People could also take classes on savings accounts, sewing, cooking, basket weaving, and carpentry.[24] The Sarah Heinz House was just one example of how the H. J. Heinz Company created a community.

A third way Heinz created a family atmosphere was to build an auditorium. This auditorium, located on the H. J. Heinz Company grounds next to the Sarah Heinz House, was available for the Heinz employees to use. The auditorium usually held talent shows and speakers for the employees. The auditorium was also a place where the women could get together and sing. This auditorium was used during lunch breaks, in the evenings, and on the weekends.[25] Inside the auditorium there were several stained-glassed windows. In these windows, there were mottos exhorting employees to be prudent, loyal, temperate, earnest, and hardworking.[26]

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[23]"H. J. Heinz opens Memorial to His Wife," Pittsburg Gazette, June 7, 1915.

[24]"Sarah Heinz House Opened," Pittsburg Post, June 7, 1915.

[25]Butler, Women and the Trades, p. 314.

[26]Alberts, The Good Provider, p. 111.

On certain occasions during the year, the H. J. Heinz Company held special activities for its employees. For example, on days when there was nice weather, the women workers were given carriage rides throughout the Northside during their lunch hour. Also during the women's lunch hour, many of the women went to the roof garden. This roof garden was designed especially for the women workers so that they did not have to leave the factory during their lunch hour in order to relax. Throughout the summer on Saturday afternoons, a different set of employees went out each week on a river boat on the Allegheny River.[27] These occasional activities were provided by the Heinz Company in order to create happy and productive workers.

The Heinz employees benefitted greatly from these services, especially those that lived close to the factory. The majority of the Heinz employees lived within walking distance to the factory in the Northside of Pittsburgh. The workers lived in three main areas: along the Allegheny River next to the Heinz factory, Troy Hill, and Spring Hill.

Troy Hill was the largest residential area of Heinz employees. When looking from the roof garden of the Heinz factory, the first hill seen was Troy Hill. On this hill were thousands of workers' homes. In order to get up the

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[27]Paul Underwood Kellogg, editor, Wage Earning Pittsburgh, New York: Survey Associates, Inc., 1914.

hill, a set of very steep stairs was built.[28] These stairs were used everyday by the Heinz workers in order to get to and from work.

The Northside of Pittsburgh was also a popular place for many H. J. Heinz employees to live and shop. Along with the rows of workers' homes that lined the streets, many of the homes also contained private businesses. Many of these stores were run by men whose wives or daughters worked for Heinz.

Spring Hill, a hill behind Troy Hill, was a third area where H. J. Heinz workers lived. This area was still within walking distance of the Heinz plant. Within the area of Spring Hill there were several schools, churches, and stores. On top of the hill was one of the large schools that was built in Spring Hill. The hillside of Spring Hill was lined with stairs.[29] There were several large boarding houses that were operating in Spring Hill during the 1920s for recent immigrants. Many of these borders also worked for the Heinz Company.

The homes of the Heinz workers were architectural styles that were seen nowhere else in the world. Because of the many hills and valleys that were located in this area, the homes were adapted for the landscape. These homes were

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[28]Arthur G. Smith, Pittsburgh: Then and Now, Pittsburgh: University of Pittsburgh Press, 1900, p. 152.

[29]Smith, Pittsburgh: Then and Now, p. 156.

built all along the hillsides of Troy Hill and Spring Hill as four or five story structures. In order to fit many houses along a block, these houses were built very narrow. The homes in this area were constructed next to each other without an alley way between them. In the 1920s, most of the houses in the neighborhoods in this area had coal stoves, out-houses, and cold-water plumbing.[30] When these homes were built, they were built without garages. To compensate for this, many of the owners built a separate building behind their houses for their cars. Therefore, the homes did not have driveways; instead, they all shared an alley way behind the house that enabled people to get to their garages.

After analyzing the Manuscript Census data from 1920, several consistencies among the Heinz employees can be found. For example, the majority of Heinz workers who lived along Troy Hill Road or East Ohio Street rented their homes. These homes were rented by the employees of Heinz who were heads of households or by the parents of the employees. Also, a considerable number of men who worked for Heinz as laborers were boarders. All of the Heinz employees that lived along Troy Hill Road and East Ohio Street were able to speak English and the majority of them were able to read and

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[30]"Heinz Created a Mecca on the North Side," Post Gazette, May 2, 1987.

write. All of the Heinz employees who lived in Troy Hill, Spring Hill, or East Ohio Street were white.

The nationalities of the Heinz employees were very diverse. A large portion of the workers were born in Croatia and had parents who were also Croatian. There was also a large number or immigrants from Germany and Austria. Over half of the Heinz employees that lived along Troy Hill Road or East Ohio Street were born in Pennsylvania to parents who were immigrants.

In the Troy Hill and Spring Hill area, everyone did not work for the H. J. Heinz Company. Some of the men who lived in this area who did not work for Heinz worked for the Eberhardt & Ober Brewing Company, located along East Ohio Street. The Eberhardt & Ober Brewing Company is now called the Pittsburgh Brewing Company. This brewery was a place of employment and also a place where men could go and relax after working in the Heinz factory or the brewery. From the United States Manuscript Census, it can be seen that some of the wives who worked as bottlers for the Heinz Company had husbands or fathers that worked for the Eberhardt & Ober Brewing Company.[31]

The H. J. Heinz Company has grown extensively since it opened in 1869. In 1919, Heinz published a fifty year progress report on the company. For example, in 1919 Heinz

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[31]United States Census, Pittsburgh, Pennsylvania, 1920.

owned and grew crops on 100,000 acres of land. Heinz at this time owned and operated 258 railroad cars.

In 1892, the phrase "57 Varieties" became a household slogan, even though the company had over sixty products.[32] Henry John Heinz came up with this slogan while riding a train to New York. He saw an advertisement for "21 styles of shoes" and his attention immediately was grabbed by this phrase, and he applied it to his own products.[33]

Henry John Heinz had three very important ideas that allowed him to be a successful businessman. One idea was that "housewives are willing to let someone else take over a share of their kitchen operations". Secondly, the notion that a "pure article of superior quality will find a ready market through its intrinsic value--if properly packaged and promoted." His third important idea was "to improve the product in glass or can, you must first improve it while it is still in the ground."[34] Heinz always thought about these ideas before making any decisions dealing with business. These ideas assisted H. J. Heinz in creating high standards for his products.

"To do a common thing uncommonly well." This phrase was the Heinz family motto. This family motto was

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[32]"H. J. Heinz Company," International Directory of Company Histories, Chicago: St. James Press, 1990, p. 507.

[33]Alberts, "The Good Provider," American Heritage, p. 34.

[34]Alberts, "The Good Provider," American Heritage, pp. 27-28.

especially important when Heinz started his company in 1869 because Pittsburgh was seen as the gateway to the West. At this time Pittsburgh was a fast-growing city full of promise for people willing to work hard. Heinz had the will to work hard. Heinz's mother always told Henry John Heinz to "Do all the good you can. Do not live for yourself." Heinz listened to his mother by producing common everyday products better than anyone else.[35]

In 1994, Heinz celebrated its 125th Anniversary. Today the H. J. Heinz Company is one of the world's leading food processing companies. It now employs over forty thousand people in more than one hundred major locations. Heinz has several brand names which include: Heinz, Weight Watchers, Star-Kist, Ore-Ida, and 9-Lives. Combined, Heinz produces over three thousand different products.[36] The primary factory is still located on the Northside of Pittsburgh, along the Allegheny River. The international offices of the H. J. Heinz Company are located in the USX Tower in downtown Pittsburgh.

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[35]"Heinz--The Story of an American Family," W. Q. E. D.

[36]The Heinz Tradition, Pittsburgh: H. J. Heinz Company, 1994.

H. J. HEINZ COMPANY -- RESOURCES

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H. J. HEINZ COMPANY -- UNIT GOALS

Students will develop their skills as active participants in cooperative learning and group work situations.

Students will use their knowledge of the H. J. Heinz Company employees to learn about their own background and values.

Students will learn about the five themes of geography (location, place, movement, region, human and environment interactions) by studying the H. J. Heinz Company.

Students will learn about the economic factors involved in the operation of a major corporation by studying the H. J. Heinz Company.

By studying the H. J. Heinz Company, students will develop an understanding of the effects of industrial growth on the way the people of the area lived.

H. J. HEINZ COMPANY -- SUGGESTED VOCABULARY LIST

advertisement

business

cannery

resources

food label

ingredients

preserving

international

corporation

economy

nutrition

food pyramid

transportation

loading dock

factory

observation

prediction

hypothesis

experiment

November 22, 1995

Dear Parents and Guardians,

In our fourth grade classroom we are starting a social studies unit on the H. J. Heinz Company. We are studying this company because the Heinz Company is an important company in our community. The H. J. Heinz Company has allowed Pittsburgh to expand into other areas besides steel and iron.

I strongly believe that our in-depth study of the H. J. Heinz Company will allow students to have a broader understanding of history, social science, geography, science, math, literature, and economics. By studying the H. J. Heinz Company, students will be able to apply what they are learning to a real life situation that is very close to home. Students will also be able to apply this knowledge to other examples of industrial development in our area. By teaching this unit, I am not promoting Heinz Products, I am just sharing information with your student.

If you have any questions or concerns about our study of the H. J. Heinz Company please feel free to contact me. I am always available to talk with you.

Sincerely,

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Unit: **H. J. Heinz Company**

Grade: **4**

Activity 1: **The History of the H. J. Heinz Company**

In order for students to understand the history of the H. J. Heinz Company, they will learn about what life was like in the mid-1800s around the time that the H. J. Heinz Company was established. Students, working in groups, will research and present one aspect of life in Pennsylvania during the mid-1800s. Some examples include: transportation, living accommodations, and schooling of students. These reports will be shared with the rest of the class.

Materials:
- Library Materials
- Photograph 1

Time: 30 - 45 minutes for 3-4 class periods

Assessment: Students will be assessed by their contribution to the group work and presentation.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 2: **Geography of Heinz**

Students can do many map activities in order to integrate geography into this unit on the Heinz Company. During this activity, the students, working in groups, will be given a map of the Heinz Company and the Northside of Pittsburgh that was drawn in the 1870s. From this map students will find where the Heinz Company is located. Once the Heinz Company is found, in their groups the students will brainstorm why Heinz decided to build where he did. They will present this to the rest of the class.

Materials: Map of the Northside of Pittsburgh in 1870s, chart paper, and markers

Time: 45 minutes

Assessment: In order to assess the students, they will write on a piece of chart paper the reasons to explain why Heinz established his company on the Northside of Pittsburgh. The students will shares their answers with the rest of the class. The students will also be assessed on their ability to apply what they learned during this lesson to a different food processing plant.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 3: **The Heinz Factory**

In order for students to understand how the Heinz factory operates, students will investigate all of the aspects of a factory. Working in groups, the students will research a certain aspect of a factory. Some topics that the students will be able to chose from include: the workers of the Heinz factory, the pickle area, the preserving area, the assembly line, machine operation, and the jar labeling department. This activity will allow students to study in-depth a cannery. The students will then be able to apply this knowledge to other canneries.

Materials:
- Library Materials
- Encyclopedias
- Butler, Elizabeth Beardsley. Women and the Trade. New York: Arno and the New York Times, 1969.
- Kellogg, Paul Underwood, editor. Wage Earning Pittsburgh. New York: Survey Associates, Inc., 1914.

Time: 30 minutes for 3-4 class periods

Assessment: Students will be assessed by their contribution to the group work and presentation.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 4: **Ketchup**

For science to be integrated into this unit, students will study how the H. J. Heinz Company makes ketchup. Students, working in groups, will analyze a food label from a ketchup bottle and determine the ingredients that they will need to make ketchup. Students will be able to use the information found on the food label to develop an awareness of information contained on product labels. After they have come up with the ingredients that they will need, the students will be able to make their own ketchup. Students could also locate where Heinz gets all of its resources to make ketchup.

Materials:
- Ingredients for making ketchup, bowls, spoons, and paper towels.
- See Ketchup Article (Picture 2)

Time: 45 minutes

Assessment: After making ketchup, the students will draw a flow chart to show the steps that were involved in order for them to make ketchup. The students will be assessed on the accuracy of their flow chart.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 5: **Fruits and Vegetables**

One of the major areas that the H. J. Heinz Company is involved in is the preserving of fruits and vegetables. Therefore, students will, working in groups, evaluate the steps required in preserving fruit. We will discuss how the H. J. Heinz Company uses machines to preserve the fruit and vegetables. This will lead to a discussion of how machines make our work faster and easier.

Materials:
- Pictures of Machines that are used to preserve fruits and vegetables.
- Use information from a cookbook on how to can fruits and vegetables. (Preserving fruits and vegetables at home is how the Heinz Company started.)

Time: 45 minutes for two class periods

Assessment: After discussing how machines make our life easier, the students will create their own machine that will make their life easier in some way. The students will be assessed on their creativity and how well they used their knowledge of how machines work.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 6: **Transportation of Goods**

An important aspect of any industry is the transportation of goods. During this activity, the students will brainstorm the various ways that goods are transported. Let the students use maps to determine water routes and the railroad routes that the Heinz Company used to transport its goods. This will lead into a discussion about how the H. J. Heinz Company transports its goods. The Heinz Company transports its good by way of boat and train.

Materials:
- Pictures of the Heinz loading docks where the fruits and vegetables are brought in and shipped out.
- Maps of Pittsburgh

Time: 30 minutes

Assessment: To assess, the students will write in their journals about how the Heinz company transports its goods. They should explain why Heinz chose to transport its goods the ways that it did. The students will be assessed on their understanding of the significant factors in making decisions about how to transport goods.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 7: International Corporation

The H. J. Heinz Company is an international corporation. In this lesson, we will discuss some of the attributes of a corporation. The students as a class will become a corporation with each student owning part of the corporation. As a class, we will make decisions involving our company. This activity could last all year long where the students actually make and sell a product. The class could make and sell a product like the Heinz Company. However, the product that the students sell does not have to be food. (Selling food could be a problem because of state and local laws.) Students could make a toy and simulate the assembly line style similar to a factory. Students will also review annual reports published by various companies, including the H. J. Heinz Company.

Materials:	H. J. Heinz Corporate Summary, annual reports, paper, pencils, and markers
Time:	45 minutes
Assessment:	After discussing how a corporation works, the students write in their journals about what it felt like to be part of a corporation. The students will also write about how their classroom corporation relates to the Heinz Corporation. The students will be assessed on their understanding of the material as seen in their journals.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 8: **Heinz Mathematics**

To integrate math into this Heinz unit, the students, working in groups, will look at two different progress charts of the Heinz Company. The first progress chart will be from the first few years that Heinz was in business. The second progress chart will describe how the company has changed in fifty years. The students will compare these charts and determine what has changed and by how much. This activity will teach students how to read a chart and compare it to another chart. Then the students will be given an annual report of the Heinz Company which will show the students how Heinz has progressed since 1869.

Materials:
- Heinz Progress charts, annual report, calculators, and paper
- See Heinz Progress Charts (Pictures 3 and 4)

Time: 35 minutes

Assessment: The students will check for understanding by comparing their answers with the other members in their group.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 9: **USA v. Russia**

In order to compare the United States with Russia, the students will complete an activity where they will learn that in Russia goods are not as available as they are in the United States. The students will learn this by discussing the economic differences between Russia and the United States. To discuss the economic differences between Russia and the United States the students will compare the many kinds of pickles we have in the United States to the very limited supply of pickles in Russia.

Materials:
- Different Brands of Pickles
- Books on economics within the United States and Russia that are suitable for fourth grade students.

Time: 45 minutes

Assessment: Students will create a chart comparing the economic differences and similarities of Russia and the United States.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 10: Observing the Pickle

During this activity, the students will learn to be a scientist. One of the major elements in science is the element of observation. Working in groups, the students will be given a pickle that they are to observe and record all aspects that they can about their pickle. The students could have others in the group match their pickles with their correct description. Students will be given a pickle because this is what the Heinz Company is known for.

Materials:	Pickles, pencil, and paper
Time:	40 minutes
Assessment:	Students will share with the rest of their group what they observed about their pickle. Then the students will share their observations with another group.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 11: How Many Pickles?

Within this unit, there can be several investigative and prediction science activities where the students learn how to predict and actually test their prediction. In this activity, the students, working in groups, will do this be predicting how many pickles will fit into one jar of pickles. Then they will actually test their hypothesis.

Materials:	Pickles, jars, bowls, forks, and paper towels
Time:	45 minutes
Assessment:	After the students predict and test their predictions, the students will share their findings with the other groups in the room. The class together will then come up with a list of patterns that they found during this experiment.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 12: **Food Pyramid**

In order to relate this unit to nutrition, students will discuss how ketchup, mustard, and pickles that the H. J. Heinz Company makes fit into the food pyramid. After the students are given time to discuss this in their groups, we will discuss it as a large group and list the various reasons for each choice.

Materials:	Food Pyramid Diagram
Time:	30 minutes
Assessment:	To assess, the students will label the sections of the food pyramid including the items that are in each section. The students will identify where pickles, ketchup, and mustard are placed within the food pyramid.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 13: Heinz Advertisements

In order for students to understand how the H. J. Heinz Company allows us to learn about social studies, geography, and economics, students will view several Heinz advertisements used between 1875 and the present day. From this, the students, working in groups, will design their own type of Heinz product using the available resources of Hawaii. This activity will allow students to have a broader understanding of company advertisements.

Materials:
- Heinz Advertisements, poster board, markers
- See Photographs 5, 6, and 7

Time: 50 minutes

Assessment: Students will be assessed for their creativity in designing their own Heinz Product. They will also be assessed on how they used the resources of Hawaii.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 14: Heinz "57"

In this activity, the students will learn about what the "57" in Heinz 57 really means. During this lesson, the topic of slogans will also be discussed. The students, working in groups, will count up the varieties of food that Heinz produces. They will find that it is far beyond 57. The students will discuss with their groups and present to the class why Heinz is called Heinz 57 instead of another slogan.

Materials:	Heinz 57 Newspaper, advertisements, chart paper, and markers.
Time:	35 minutes
Assessment:	The students will record the reason why they believe Heinz uses the slogan Heinz 57 even though they produce more than 57 products. The students will share their answers with the rest of the class. The students will also write their own slogans.

Unit: **H. J. Heinz Company**

Grade: **4**

Activity 15: Kids at Work

During the early 1900 many child labor laws were enacted. The Heinz company like many other companies did hire children. The students will read the book Kids at Work by Russell Freedman. After reading this book, the students will compare their lives and childhood so far to the lives of kids their age who had to work in the factories and mines.

Materials: Kids At Work by Russell Freedman, paper, and pencil
Time: 30 minutes for 2-3 periods
Assessment: The students will write a story comparing their lives right now to the lives of a child that had to work in a factory or a mine.

Lesson 1:

H. J. HEINZ COMPANY AND MAP ACTIVITY

Level: Fourth Grade
Group: Entire Class
Length of Lesson: 50 minutes

Learner Outcomes:

SWBAT exhibit an understanding of how the employees of the H. J. Heinz got to work and where they lived by using maps.

SWBAT use a Sanborn Fire Insurance Map to understand the Heinz Company geographically.

SWBAT develop their skills as active participants in a group work situation while using the Sanborn Fire Insurance Maps.

Rationale:

The ability to read a map is an important social skill that all students need to understand. The Sanborn Fire Insurance Maps will allow students to apply their knowledge of maps to a different kind of map.

Materials Needed:

Teacher Materials:
- Sanborn Fire Insurance Maps
- Pictures of Landscape
- Heinz Plant Maps
- Pictures of Homes
- (Make transparencies of all of these photographs)
- Photographs 8, 9, 10, 11, 12, 13, 14

Learner Materials:
- Pencil
- Paper

Procedure:

Transition/Motivation:

Today we will continue our study of the H. J. Heinz Company by relating the Heinz Company to geography. Can anyone tell me one way in which we use maps?

Behavioral Expectations:

During this lesson, expect the students to listen when someone else is talking. Also expect the students to work cooperatively in groups where everyone is participating and assisting.

Organizer:

During this lesson, we will learn how to use Sanborn Fire Insurance Maps. We will also use these maps to learn about the H. J. Heinz Company.

Lesson Sequence

Teacher Actions:	Student Actions:
- Introduce the Sanborn Fire Insurance Maps.	- Listening
- Distribute the maps to the students.	- Listening for Directions
- Identify the major elements of the map including: key legend	- Using the maps to locate the elements
- Question students about what they see on the map.	- Responding Individually or as a group.
- Ask students to find the Heinz factory.	- Using the maps. Helping each other.
- How many buildings does the Heinz factory use?	
- Can you identify what the Heinz Company does in each building?	
- Can you find where the Heinz workers might live?	
- What roads would they use to get to work? Are they easy roads to walk? Are the houses located on a hill or on flat land? How can we tell?	

- Finding other things that we can tell from using the Sanborn Fire Insurance Maps such as materials in which the houses and factory buildings were built.
- Students helping each other.
- Share what we have learned about reading the Sanborn Fire Insurance Maps and the H. J. Heinz Company.
- Responding Individually and as a class.

Ending the Lesson:

Closure:

By completing this activity, students have gained a greater understanding of the many uses of the Sanborn Fire Insurance Maps. We have discussed during this lesson how we can learn a great deal about the Heinz Company from looking at the map. For example, we have learned where the Heinz factory is located and where the employees of the Heinz company live. These are very important elements to understanding the Heinz Company. We also discussed why Heinz decided to build his factory where he did instead of somewhere else.

Transition to the Next Lesson:

Tomorrow we will continue are study of the H. J. Heinz Company.

Assessment:

Students will be assessed on their participation of using the Sanborn Fire Insurance Maps. Students will write in their journals about why the Heinz Company was built where it was. The students will also write about other aspects of the Heinz Company that they learned from studying the Sanborn Fire Insurance Maps.

Lesson 2:

H. J. HEINZ COMPANY AND TRANSPORTATION

Level: Fourth Grade
Group: Entire Class
Length of Lesson: 50 minutes

Learner Outcomes:

SWBAT recognize the major methods of transportation that the H. J. Heinz Company uses.

SWBAT discuss the various ways companies ship goods compared to the Heinz Company.

SWBAT develop their skills as active participants in a group work situation while determining which method of transportation would be best for the H. J. Heinz Company to use.

Rationale:

Students need to understand all of the available methods of transportation that companies use to ship their products. During this lesson, students will apply their knowledge of transportation to the H. J. Heinz Company.

Materials Needed:

Teacher Materials:
- Transparencies of Photographs
- Photographs 15, 16

Learner Materials:
- Paper
- Pencil

Grouping:

Students will be grouped in heterogenous groups of four or five.

Group Goals:

The group goal of this lesson is to determine which transportation method would be the best for the H. J. Heinz Company to use.

Individual Accountability:

Students will be given time at the beginning of class to decide by themselves which transportation method would be the most efficient for the H. J. Heinz Company to use.

Teaching Interpersonal Skills:

Students are required to listen to each other. Expect students to be quiet when someone else is talking.

Interdependence Among Group Members:

Within each of the cooperative learning groups, the students are expected to collaborate with each other in order to decide which type of transportation would be the most efficient for the H. J. Heinz Company to use.

Processing of Group's Functioning:

By the end of this cooperative learning activity, each member of the group will understand the reasons behind why they chose the method of transportation that they did.

Procedure:

Transition/Motivation:

Today we will continue our study of the H. J. Heinz Company. We will focus on this lesson how the Heinz Company transports its products. Can anyone tell me ways in which companies transport their products.

Behavioral Expectations:

During this lesson, expect the students to listen when someone else is talking. Also expect the students to work cooperatively in groups where everyone is participating and assisting.

Organizer:

During this lesson, we will learn more about how to use Sanborn Fire Insurance Maps. We will also use these maps to learn about the H. J. Heinz Company.

Lesson Sequence

Teacher Actions:	Student Actions:
- Introduce the concept of transportation.	- Listening
- Brainstorm all of the different types of transportation that companies use to ship their products.	- Respond Individually or as a class
- Discuss the location of the H. J. Heinz Factory from what we learned in the previous activity about the Sanborn Fire Insurance Maps.	- Respond Individually or as a class
- Working in groups, students will determine what would be the best type of transportation to ship our Heinz products.	- Working in groups of 3-4 cooperatively
- Check for students understanding.	- Working in groups.
- Ask the students to record why they chose the type or types of transportation they did.	- Working in groups.
- Ask student to write their answer and reason on the board.	- Recording answers and reasons on the chalkboard.
- Discuss as a group. Question answers for validity. Did students consider weather factors, etc...	- Responding by each group telling why they chose the type transportation they did.
- Share what we have learned about transportation and the H. J. Heinz Company.	- Responding Individually and as a class.

Ending the Lesson:

Closure:

Today during this lesson, we have learned a great deal about how the type of transportation that a company uses to ship its product depends upon the location of the factory. The H. J. Heinz Company is located along the railroad tracks and along the Allegheny River. Therefore, Heinz has a variety of transportation options to chose from. The transportation method also depends a great deal on the weather and the season of the year.

Transition to the Next Lesson:

Tomorrow we will continue our study of the H. J. Heinz Company.

Assessment:

Students will be assessed on their understanding of transportation. You can tell if students understand how the Heinz Company transports its products by the answers that the students put on the board. Students will be observed for their participation in the discussion.

Lesson 3:

H. J. HEINZ COMPANY -- OBSERVATION OF THE PICKLE

Level: Fourth Grade
Group: Entire Class
Length of Lesson: 50 minutes

Learner Outcomes:

SWBAT practice good observation skills, a critical element of being a scientist.

SWBAT exhibit an understanding of observation by observing and recording information about all aspects of a pickle.

SWBAT develop their skills as active participants in a group work situation.

Rationale:

The Heinz Company was originally known for the preserving of pickles. This can easily be integrated into science. One of the major elements of being a scientist is observing. Therefore, if the students are given a pickle, they will learn about how a scientist actually completes observations. Observation is also an important element in social studies. Students need to have developed their observation skills in order to read a map or a newspaper article. This lesson approaches this topic of observation through a discovery learning method.

Materials Needed:

Teacher Materials:
- Pickles
- See Article on Pickle Pins (Photograph 17)

Learner Materials:
- Paper
- Pencil

Procedure:

Transition/Motivation:

We have been talking about the different aspects of being a scientist. We have also been talking about the H. J. Heinz Company. Therefore, today we will sharpen our knowledge of observation by observing the aspects of a pickle.

Behavioral Expectations:

During this lesson, expect the students to listen when someone else is talking. Expect them to work cooperatively in groups where everyone is participating and assisting.

Organizer:

Today we are going to use Heinz pickles in order to sharpen our observation skills. We will record all the aspects of our pickle on a observation sheet. Then you will place your pickle back into the jar and have someone else find your pickle based on the observations that you made.

Lesson Sequence

Teacher Actions:	Student Actions:
- Introduce the element of observation used by a scientist.	- Listening
- Ask the students to list what things they would record while they look at a pickle.	- Responding Individually or as a group.
- Pass out Heinz pickles to the students.	- Listening for directions.
- Ask questions to make sure that students understand what they are supposed to do.	- Responding Individually or as a group.
- Check for students' understanding. (Walking around the classroom)	- Students writing down observations of their pickle.
- When students are finished, place pickles back into the jar. Have students exchange observation cards and find the pickle on their new card.	- Students finding the pickle that is listed on their new card.
- Check for students' understanding.	- Students looking for their new pickle.

- Ask students what they found difficult about finding their new pickle. What other observations did the students need to write down in order to find their pickle.	- Responding Individually or as a group.
- Share what we have learned today.	- Respond individually and as a class.

Ending the Lesson:

Closure:

Today we learned a little bit about what a scientist does. We have done this by observing Heinz pickles. Observation is an important element in being a scientist and we are all scientists.

Transition to the Next Lesson:

Tomorrow we will continue our study of the H. J. Heinz Company.

Assessment:

The students will be assessed on how well they recorded their observations of their pickle. If other students are able to find someone else's pickle based on the written observations, then this shows that the student understands the basic elements of being a critical observer.

Lesson 4:

H. J. HEINZ COMPANY PRODUCTS

Level: Fourth Grade
Group: Entire Class
Length of Lesson: 50 minutes

Learner Outcomes:

SWBAT learn about how a company, like the H. J. Heinz Company, manufactures products for our use.

SWBAT learn about the H. J. Heinz Company by designing their own product using the natural resources of a particular area and relate this information to other corporations in the world.

SWBAT develop their skills as active listeners and also active participants in a group work situation.

Rationale:

In this lesson students will understand what the Heinz Company does because the Heinz Company is an important company in the United States. Students will learn about the Heinz Company by applying what they have already learned to the potential for a Heinz product to be manufactured in Hawaii. This lesson could be adapted for any state in the United States or any country in the world.

Materials Needed:

Teacher Materials:
- Heinz Advertisements
- Heinz Products
- Heinz Pickle Pin
- Product map of Hawaii
- Photographs 5, 6, and 7

Learner Materials:
- Pencil
- Markers
- Paper

Procedure:

Transition/Motivation:

Today, we are going to apply what we have been learning about the H. J. Heinz Company. Does anyone know what the H. J. Heinz Company is? Does anyone know a food product that the Heinz Company makes.

Behavioral Expectations:

During this lesson, expect the students to listen when someone else is talking. Also expect the students to work cooperatively in groups where everyone is participating and assisting.

Organizer:

Today we are going to learn about the H. J. Heinz Company. We are going to incorporate what we have been learning in social studies about Hawaii. We will create our own Heinz product using the natural resources of Hawaii. This directions during this lesson will be given orally.

Lesson Sequence

Teacher Actions:	Student Actions:
- Introduce the Heinz Company	- Listening
- Ask questions to see what students know about the Heinz Company.	- Individual or class response.
- Show the students some Heinz Products.	- Listening
- Today we are going to design our own Heinz Product using the natural resources of Hawaii in corporative groups.	- Listening
- To get the students thinking about Hawaii. The Hawaiian natural resources: nuts, pineapple, etc...	- Responding Individually or as a class
- Check students for understanding	- Students working cooperatively in groups on creating their Heinz Hawaiian product.
- Show students some examples of Heinz Company Advertisements.	- Listening

- Tell students that they will now design in their groups an advertisement for their product.	- Listening
- Their product advertisement must include all major elements of a regular advertisement. - Company Name - Product Name - Where product is from	- Listening
- Check to see students working cooperatively in groups.	- Students working cooperatively in groups on their Heinz Hawaiian product advertisement.
- Presentation	- Students share their new Heinz Product with the rest of the class.
- Share what we have learned today.	- Respond individually and as a class.

Ending the Lesson:

Closure:

Today we learned a little bit about what the H. J. Heinz Company does. We reviewed the natural resources of Hawaii. Also during this lesson, we designed an advertisement for our Hawaiian Heinz Product.

Transition to the Next Lesson:

Tomorrow in social studies we will be continuing our study of the H. J. Heinz Company.

Assessment:

The students will be assessed by their creativity in designing their own Heinz product. They will also be assessed on how they used the resources of Hawaii.

Lesson 5:

H. J. HEINZ COMPANY AND CHILD LABOR

Level: Fourth Grade
Group: Entire Class
Length of Lesson: 30 minutes for 2-3 periods

Learner Outcomes:

SWBAT learn about how children worked in canneries, factories, mills, and mines instead of going to school in the early 1900s.

SWBAT learn about the child labor problems by investigating how the H. J. Heinz Company and other canneries used children as a labor source.

SWBAT develop their skills in reading and also as active participants in a group work situation.

Rationale:

In the early 1900s, a great part of the labor force was children. Some of these children were working twelve hours a day, six days a week. Therefore, in order for students to understand the industrial period of the United States we must look at the children who were involved.

Materials Needed:

Teacher Materials:
- Transparencies of Photographs
- Kids at Work by Russell Freedman
- Photographs 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29

Learner Materials:
- Paper
- Pencil

Procedure:

Transition/Motivation:

We have been studying the H. J. Heinz Company. The Heinz Company has been the leader in encouraging children to attend schools and to be educated. This was quite different than most of the other canneries in Pittsburgh and throughout the nation. Over the next several days we will be investigating the various types of work that children were required to do during the early 1900s.

Behavioral Expectations:

During this lesson, expect the students to listen when someone else is talking. Also expect the students to work cooperatively in groups where everyone is participating and assisting.

Organizer:

Today we are going to learn about the child labor of the H. J. Heinz Company. First we are going to read the book Kids at Work by Russell Freedman. This book concentrates on how children were used as laborers during the early 1900s. Then, we are going to relate our lives and childhood so far to the lives of kids our age who had to work in factories, mills, mines, and canneries.

Lesson Sequence

Teacher Actions:	Student Actions:
Day 1	
- Introduce the concept of child labor.	- Listening
- Question students about their knowledge of childhood labor.	- Responding Individually or as a group.
- Introduce the book Kids at Work by Russell Freedman.	- Listening
Day 2	
- Check for students understanding of the book Kids at Work	- Students reading the book Kids at Work in partners. (partner reading)
- Have students compare their lives to lives of children who worked in the early 1900s.	- Discussion with 2-3 other students.
- Introduce how the H. J. Heinz Company dealt with child labor compared to other canneries in the area.	- Listening

- Have students write their own story comparing their lives to the lives of children working in factories, mills, canneries, and mines.	- Individually writing a story.

Day 3

- Share the students' stories.	- Reading stories
- Share what we have learned about childhood labor.	- Responding Individually and as a class.

Ending the Lesson:

Closure:

By completing this activity, students have gained a greater understanding of child labor in the United States. We have discussed how the H. J. Heinz company dealt with the issue of child labor by encouraging children to attend schools. We have also written a story about how our own childhood has differed greatly from the lives of children of the early 1900s.

Transition to the Next Lesson:

Tomorrow we will continue are study of the H. J. Heinz Company.

Assessment:

Students will be assessed on their participation in writing their own stories. These stories will be published within the class.

H. J. HEINZ COMPANY -- APPENDIX

Photographic References

Photograph 1

1918026

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Photograph 2

KITCHEN TRIVIA

PASS THE KETCHUP, PLEASE

The next time you reach for America's favorite condiment, remember the hardwork, high hopes, and tribulations of Henry J. Heinz.

By Hannah Campbell

Henry J. Heinz was born of German parents in Sharpsburg, Pa., in 1844. He was earmarked for the ministry, but as the eldest child it fell to him to help his mother in the family's vegetable garden, and he became an ardent gardener. By the time he was 12 years old, he was already selling the surplus produce at a tidy little profit, and by the time he was 16, Henry had developed a market among Pittsburgh grocers and was employing three or four women.

However, Henry had not yet decided to make growing and selling produce a career, and when he was 19 he went to Oil City to manage an ice company that his father had entered into as a sideline to his regular livelihood of brickmaking. Unfortunately, Pennsylvania produced a huge ice crop that year, and prices dropped to one cent per pound. Profits evaporated, and Henry, who had set out so confidently, was faced with the prospect of returning home with only his four horses and an empty wagon. Instead, the enterprising young man induced a produce merchant in Oil City to sell him a wagonload of fresh vegetables on credit, which he proposed to peddle on his way back to Sharpsburg. When he arrived home, he had an empty wagon, but he also had a $25 profit.

After several other ventures, Henry became convinced that his future lay in the food business, and in 1869 he formed a partnership with L. C. Noble. One of the first products the young partners marketed was horseradish. At that time bottled horseradish was packed in green bottles to disguise the dishonest practice of using turnip fillers. The only alternative to this unsatisfactory method was for the housewife to buy or grow the roots and then prepare them herself. The partnership of Heinz & Noble began with the cultivation of three quarters of an acre of horseradish, which they processed and packed in clear bottles, enabling the housewife to see what she was buying.

By the time this circa-1910 ad appeared, the number of Heinz products exceeded 57. Because he liked the number seven, Henry Heinz refused to change the company logo.

The partnership prospered, and two years later celery sauce and pickles were added to the line. The original three quarters of an acre of horseradish had expanded to 25 acres, in addition to 100 acres of fertile Allegheny River Valley land about a mile above Sharpsburg where other vegetables were being cultivated.

Four years after the founding of the partnership, the disastrous financial panic of 1873 struck. Heinz & Noble weathered the panic, but succumbed a couple of years later when banks across the country failed. The partners had contracted to buy crops that came in far more abundantly than had been anticipated, and they were unable to pay for them as obligated. The struggling young partners found themselves bankrupt.

Christmas that year was one Henry J. Heinz was never to forget. He wrote in his diary: "No Christmas gifts to exchange. Sallie [his wife] seemed grieved, and cried, yet said it was not about our troubles; only she did not feel well. It is grief. I wish no one such trials. I have no Christmas gifts to make."

Even though he was not legally responsible, Henry took it upon himself as a moral obligation to pay the creditors of the bankrupt partnership, which he managed to do with the financial help of his wife, who contributed most of her own family inheritance.

Two months after the bankruptcy, Henry Heinz once again formed a small company to process foods. His brother, John, and a cousin, Frederick, advanced $1,600; his wife added the remaining $400 of her inheritance; a neighbor loaned him $1,000; and the owner of the old Heinz home that had been the location of the ill-fated partnership offered the use of the house for several months rent-free. With a total capital of $3,000, the business was launched on Feb. 6, 1876, under the name of F. and J. Heinz, the initials for the brother and cousin who had contributed capital.

One of the products F. and J. Heinz introduced that first year was ketchup. Making the condiment at home was tedious and meant dragging out the old iron kettle to the backyard and gathering enough wood for an all-day fire, or else boiling down the spicy sauce on the kitch-

Continued on page 191

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KITCHEN TRIVIA

Continued from page 174

en stove and permeating the entire house with its pungent aroma for days. Long hours of stirring were necessary so the pulp wouldn't stick to the cauldron and burn. Everyone in the family took a turn with the wooden paddle, for ketchup making was a day-long chore.

Ketchup was actually first produced in the 17th century. English seamen whose ships were anchored in the port of Singapore were introduced to a tangy sauce called *kechap*, which the native population ate with their fish and fowl dishes. Back home in Britain, the sailors yearned for the subtle blend of fish brine, herbs, and spices, and tried to imitate it, substituting mushrooms, walnuts, cucumbers and, later, tomatoes, for the Far Eastern ingredients they lacked.

How closely they approximated the original *kechap* of the Orient is not recorded, but ketchup, as the English called it—particularly tomato ketchup—became a national favorite. Mrs. Harrison, in her *Housekeeper's Pocketbook* of 1748, warned the homemaker never to be without it. Dickens, in *Barnaby Rudge*, smacked his lips over "lamb chops breaded with plenty of ketchup," and even Lord Byron sang the praises of the rich red sauce in his satirical poem "Beppo."

Meanwhile, Maine sea captains, circling the globe for precious cargo, also picked up a taste for exotic sauce and for the strange and savory tomato, long relished in Mexico and the West Indies. Before long, Maine families were growing tomatoes in their gardens and making the foreign *kechap* sauce, which they used on codfish cakes, baked beans, and meat.

Henry Heinz always insisted on the spelling that is nearer to the original, ketchup, although others commonly spell it catsup. Kechap, catchup, or catsup, it is the best-known condiment in the world, and Heinz's became America's favorite.

Pickles and other foods were rapidly added to the line. What the founder had lacked in capital, he made up in management. The faith of his family and friends in his ability was justified as the company steadily showed growth and profits, year after year.

Not the least of Henry Heinz's talents was one for advertising and promotion, and it was Henry himself who, in 1896, originated the universally recognized Heinz trademark "57 Varieties." Inspiration for the symbol came while Henry was riding in an elevated train in New York City. Among the advertising cards in the train was one extolling the virtues of a brand of shoes that offered "21 styles."

"It set me to thinking," Mr. Heinz said later. "I said to myself, 'We do not have styles of products, but we do have varieties of products.' Counting up how many we had, I counted well beyond 57, but '57' kept coming back into my mind. Seven, seven—there are so many illustrations of the psychological influence of that figure and of its alluring significance to people of all ages. Fifty-eight Varieties or 59 Varieties did not appeal at all to me—just '57 Varieties.' When I got off the train, I immediately went down to the lithographer's, where I designed a streetcar ad and had it distributed throughout the United States. I did not realize then, of course, how successful it was going to be." In 1900, New York City's first electric sign—six stories high and ablaze with 1,200 lights—advertised the 57 Varieties with the outline of a pickle at the top.

By the time of Henry Heinz's death in 1918, the company had more than 6,500 employees, and the man who in 1875 could not afford a Christmas gift was a multimillionaire.

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Photograph 3

H. J. Heinz Company 5 Year Progress Report	
Employees	12
Harvesters of Crops	95
Branch Factories	0
Pickle Salting Stations	--
Raw Product Stations	--
Railroad Cars Owned and Operated	0
Carloads of Goods Handled	2,100
Acreage for Our Crops	100
Salesmen	4
Branch Offices and Warehouses	0

Photograph 4

H. J. Heinz Company 50 Year Progress Report	
Employees	6,526
Harvesters of Crops	100,000
Branch Factories	25
Pickle Salting Stations	85
Raw Product Stations	87
Railroad Cars Owned and Operated	258
Carloads of Goods Handled	17,011
Acreage for Our Crops	100,000
Salesmen	952
Branch Offices and Warehouses	55

Photograph 5

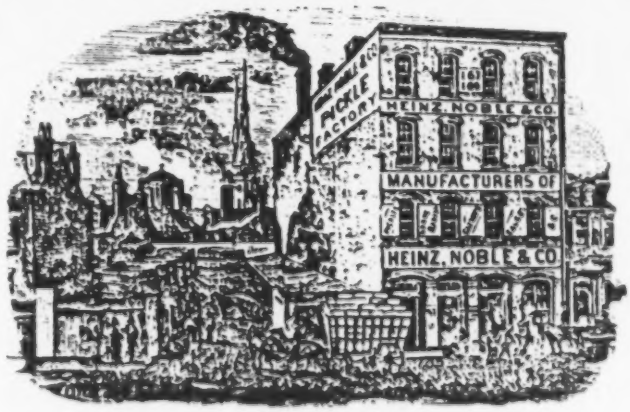
HEINZ, NOBLE & CO.

MANUFACTURERS OF

Pickles, Catsups, Sauces

CHOW-CHOW.

Mixed Pickles, Sauer Kraut, Vinegar, &c., &c.



SOLE MANUFACTURERS OF THE

CELEBRATED

CELERY SAUCE

AND STRICTLY PURE

HORSE RADISH.

167 & 169 SECOND AVENUE,

Between Smithfield & Grant Streets,

PITTSBURGH, PA.

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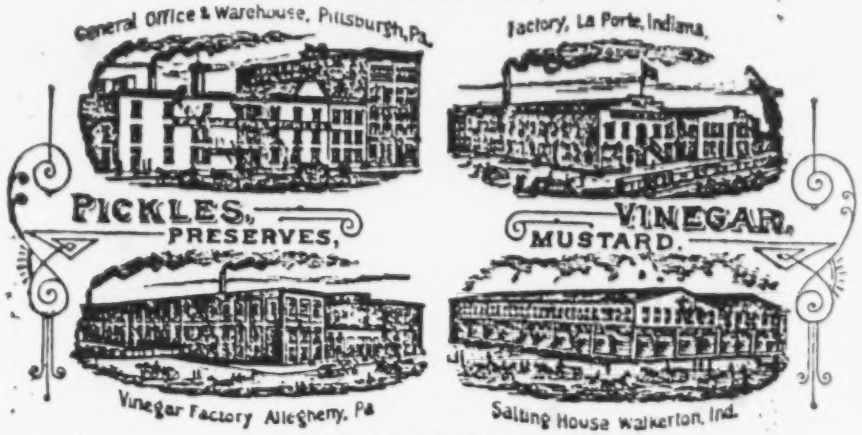
Photograph 6

F. & J. HEINZ,

GENERAL OFFICE AND WAREHOUSES,

189 to 197 FIRST AVENUE,

PITTSBURGH, PA.



FACTORIES,

PITTSBURGH, PA. ALLEGHENY, PA. SHARPSBURG, PA.
ROSS, PA. LA PORTE, IND. WALKERTON, IND.

BRANCH HOUSES:

NEW YORK, N. Y.,
412 Greenwich Street.

BALTIMORE, MD.,
150 W. Lombard Street.

TROY, N. Y.
656 River Street.

CLEVELAND, O.,
26 Merwin Street.

LOUISVILLE, KY.,
21st and Chestnut Sts.

BOSTON, MASS.,
52 Chatham Street.

PHILADELPHIA, PA.,
1820 N. Tenth Street

WASHINGTON, D. C.,
921 B Street, N. W.

WHEELING, W. VA.,
1320 Main Street.

CINCINNATI, O.,
Court and Spring Sts.

NEW ORLEANS, LA.,
71 Tchoupitoulas St.

RICHMOND, VA.
1318 Main Street.

KANSAS CITY, MO.,
407 Grand Avenue.

Gold Medals and Diplomas for first Degree of Merit, were awarded at the World's Exposition, New Orleans, La., over all competitors, both Foreign and Domestic. They have never failed to receive first award wherever they have exhibited heretofore. Their

PICKLES, FRUIT BUTTERS, SAUCES, PRESERVES, ETC.,

Have achieved a world wide reputation for

EXCELLENCE AND PURITY.

GOODS ON SALE BY ALL LEADING GROCERS.

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Photograph 7

PITTSBURGH'S INDUSTRIAL EXPOSITION 1891

JUST THINK OF IT!

6,240,000 BOTTLES YEARLY
520,000 BOTTLES MONTHLY
20,000 BOTTLES DAILY . .

ARE USED IN SUPPLYING THE POPULAR DEMAND FOR

HEINZ'S KEYSTONE BRAND

P·I·C·K·L·E·S

(SWEET AND SOUR)

PRESERVES, FRUIT BUTTERS, . .

. . . KETCHUP, SAUCES, ETC.

No wonder that we have been compelled to more than double our capacity in the past few years. The people appreciate goods of real merit, and are bound to have them, in spite of the flood of cheap imitations. Do not buy goods similar to ours in style of bottles, labels or NAME, expecting them also to be SIMILAR IN QUALITY. They are NOT, as the judges of thirty expositions have decided by awarding us FIRST MEDALS and HIGHEST AWARDS.

EVERY GENUINE PACKAGE BEARS OUR TRADE-MARK—A KEYSTONE BEARING THE WORDS "KEYSTONE PICKLING AND PRESERVING WORKS," CROSSED BY A KEY, THUS,

H. J. HEINZ CO.

PITTSBURGH, PA.

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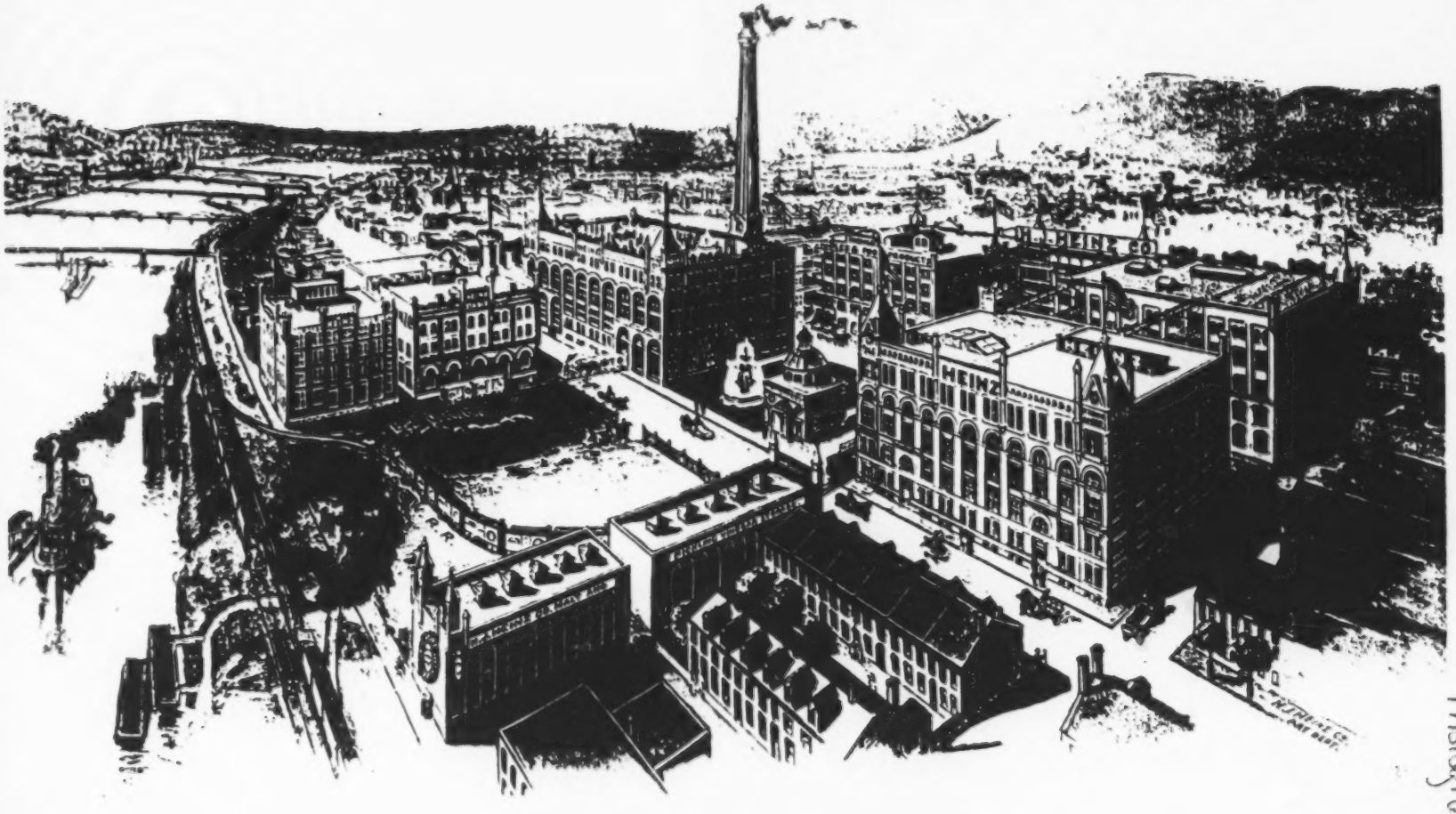
1891



Photograph 8

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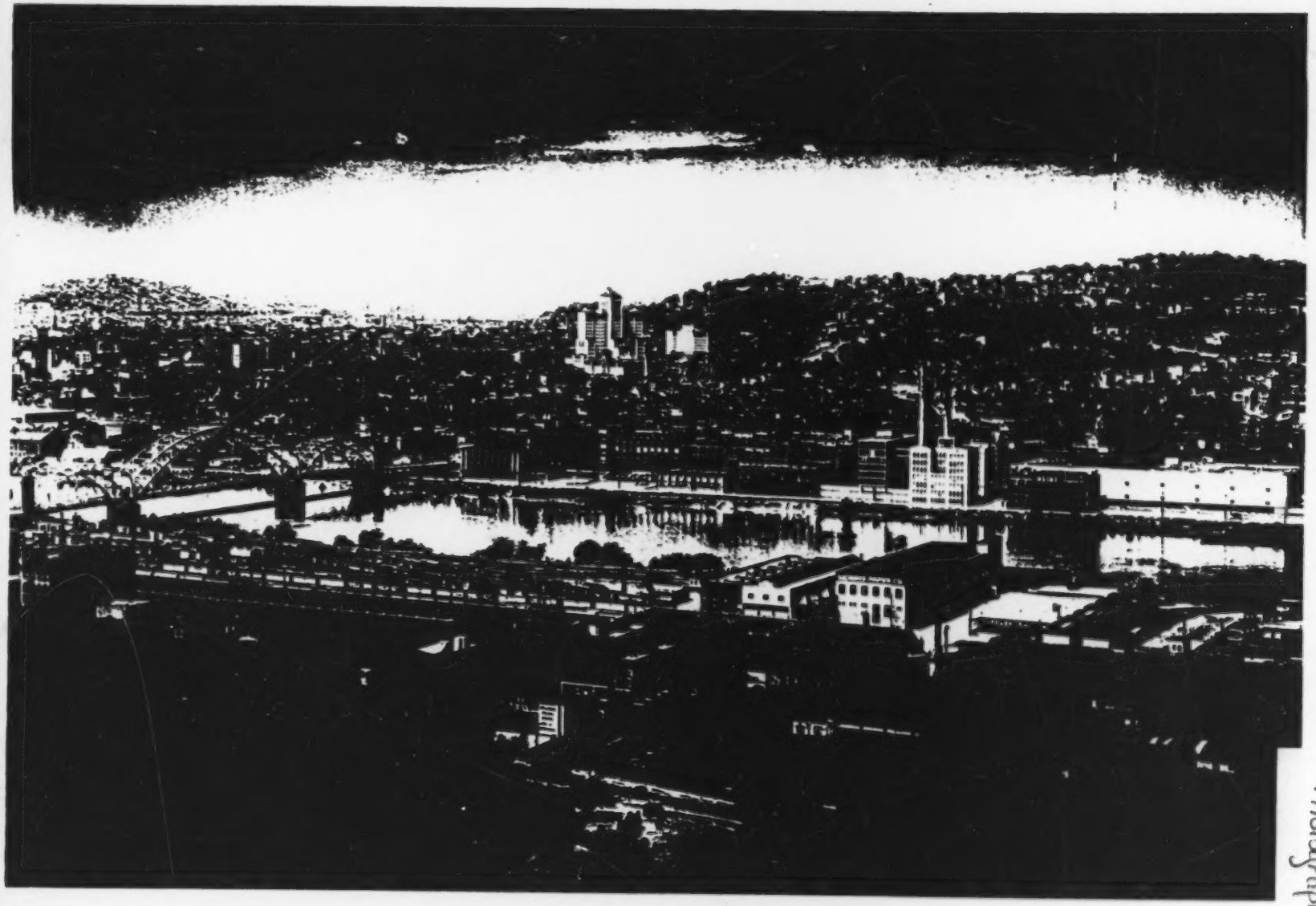

Photograph 9

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77

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78

Photograph 10

Main Plant

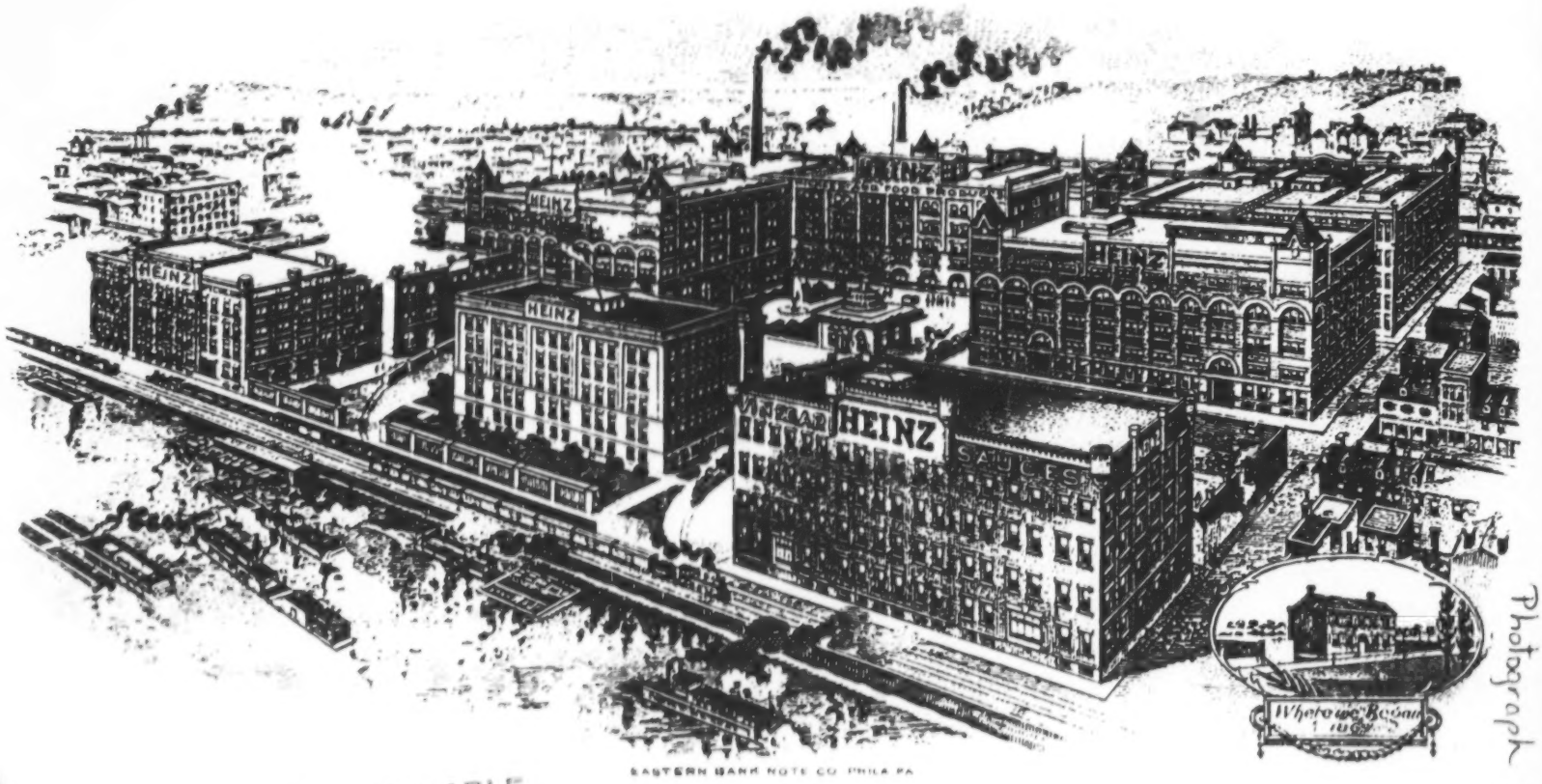
Old Neg. 265

785

ESTABLISHED 1869.

MAIN PLANT AND ADMINISTRATION BUILDING,
PITTSBURGH, PA.

OPEN TO VISITORS DAILY, 8 TO 4.
GUIDES IN ATTENDANCE.



EASTERN BANK NOTE CO. PHILA. PA.

Photograph 11

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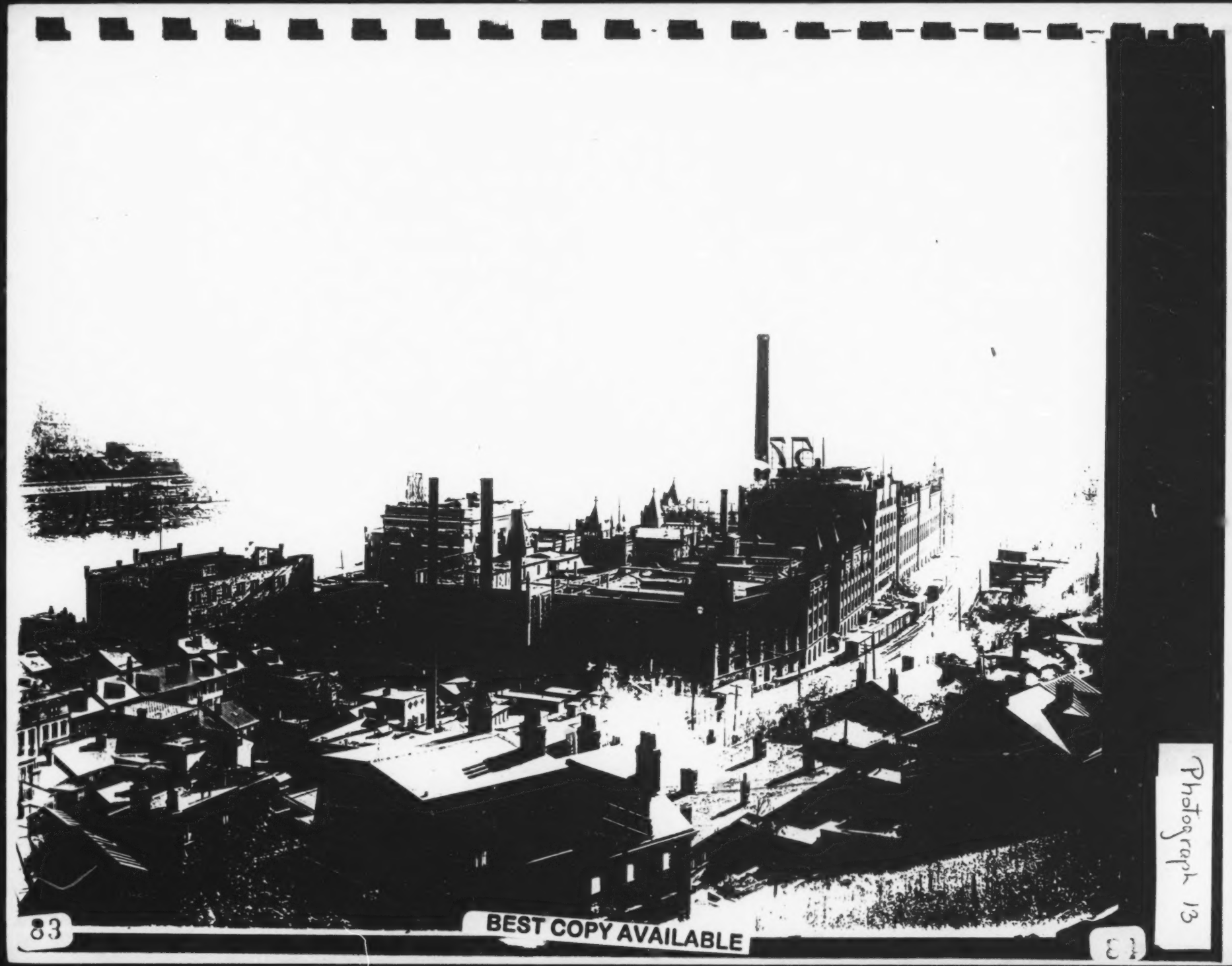
Photograph 12



Photograph 13

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Photograph 14

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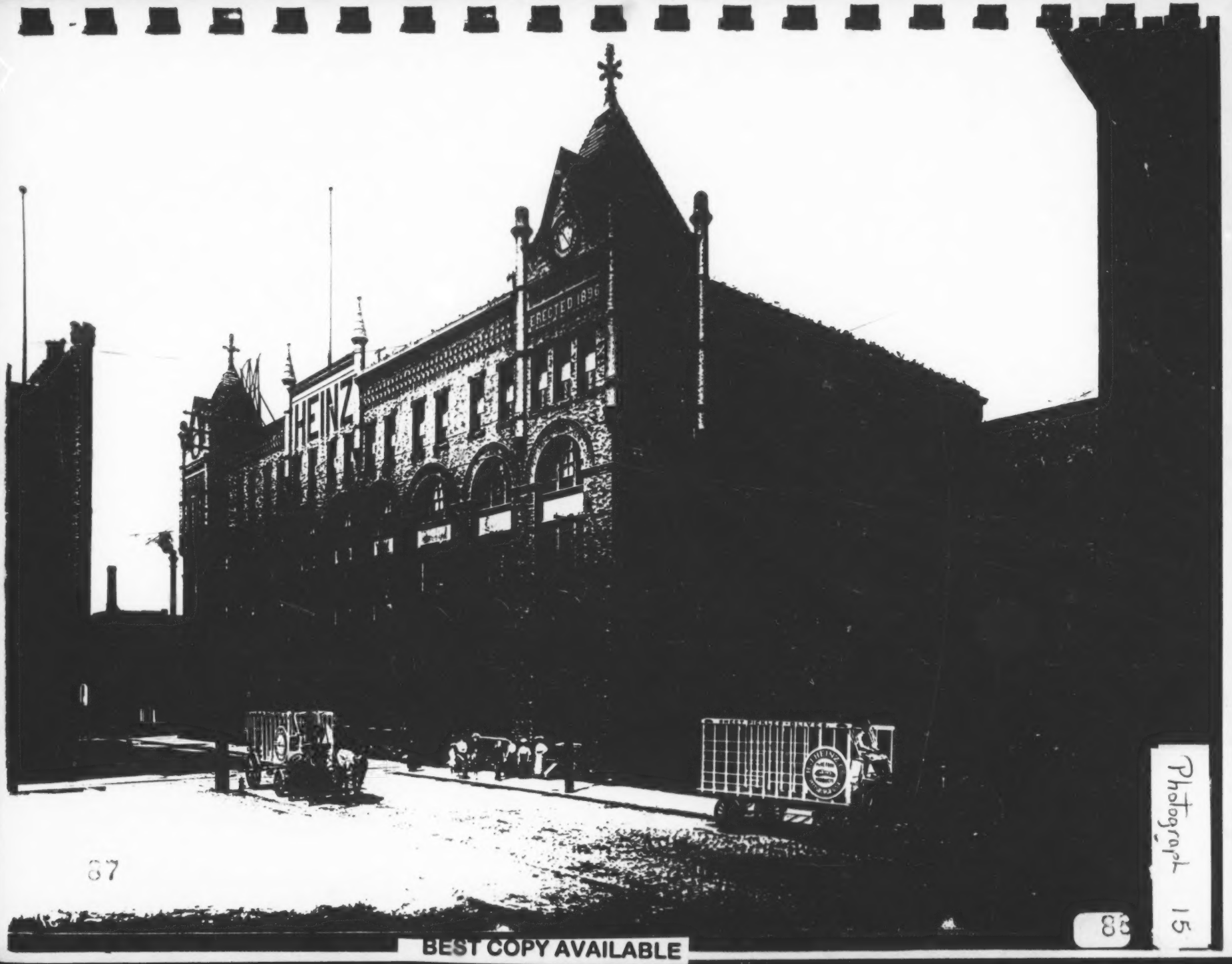

87

Photograph 15

83

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Photograph 15

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Photograph 17

A GREAT LOVE STORY.....

AMERICANS AND HEINZ PICKLE PIN

Americans and the Heinz Pickle Pin met at the first World's Fair in Chicago in 1893. Since then, they've been quite attached to each other and the pin has become one of the most famous and popular souvenirs in American advertising history.

The Heinz Company exhibit was located in an out-of-the-way spot at that first fair. Consequently, not many people were getting to see it. Mr. H. J. Heinz, founder of the company, showed his usual creative approach to solving problems. Rather than just folding up, he devised and distributed a card offering a free gift to everyone visiting the H. J. Heinz exhibit. You guessed it! The now-famous little pin with the Heinz name was the gift.

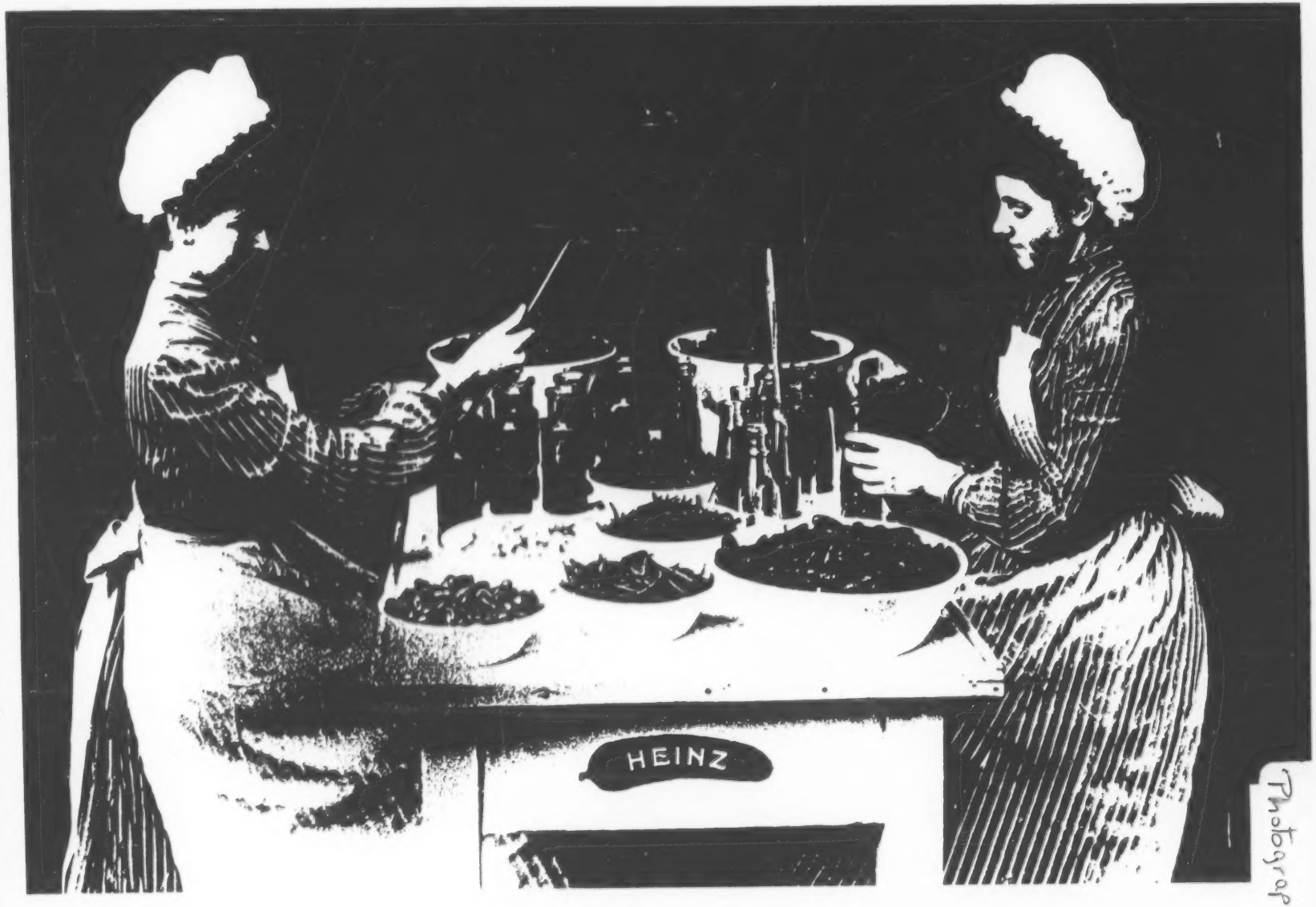
The turnout was fantastic. Over a million pins were given away at the exhibit for people to put on their lapels, wear as a brooch, or hang on their watch chain.

Four generations of Americans have continued the love affair with the little pin. It's estimated that over 90 million have been worn on hats, lapels, sweaters, collars...just about anywhere.

Mr. Heinz gave away the first million pins at the Chicago World's Fair. And the tradition of giving a free pin to anyone who requests it is still going on today.

"Heinz Pickle Journal"
Volume 57, Number 1

Printed in U.S.A. © 1987 H. J. HEINZ CO. ZF 8294R



Photograph 18

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Photograph 19

Photograph 20

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Photograph 21

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Photograph 22

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Photograph 24

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Photograph 25

Photograph 26

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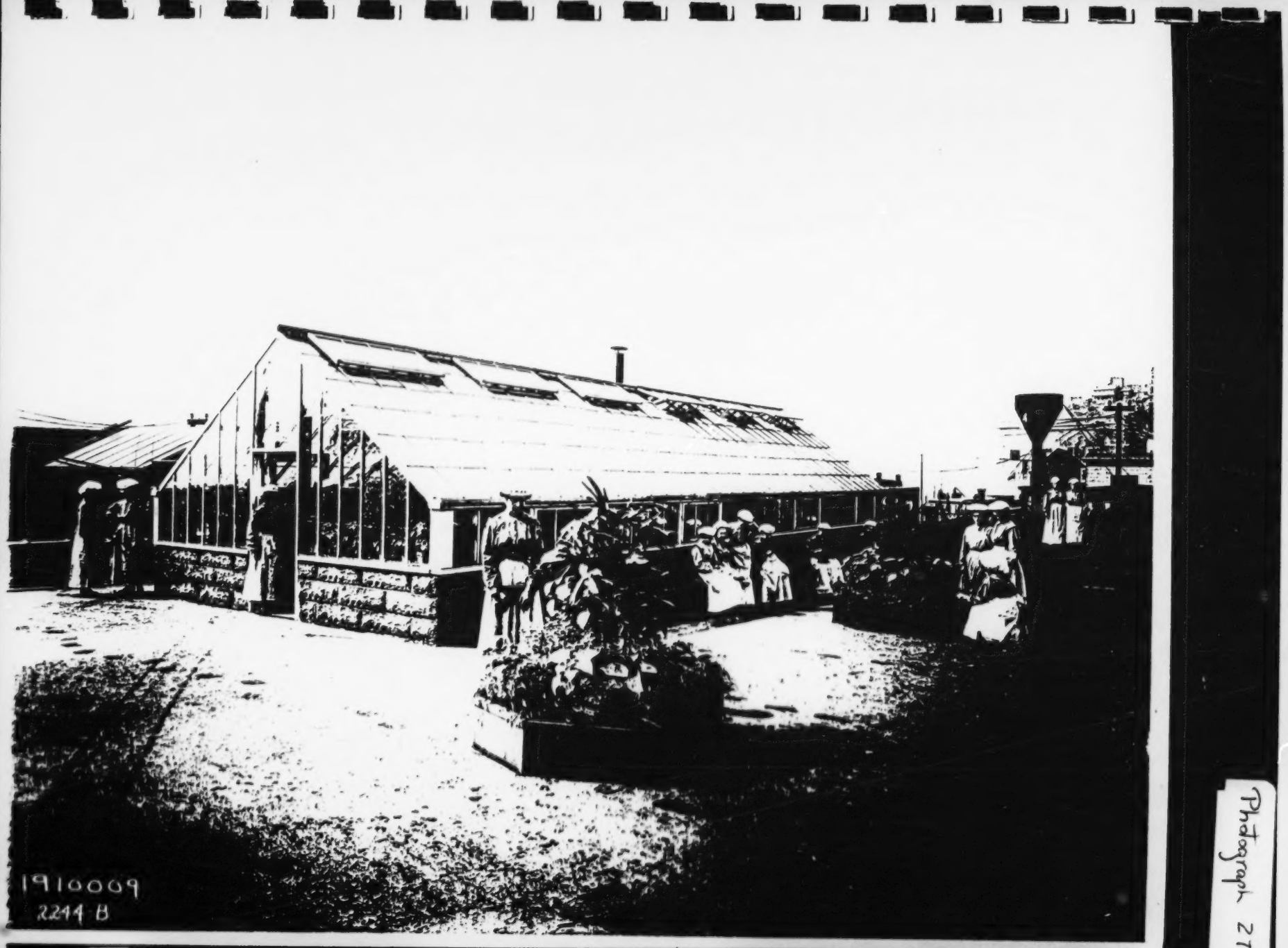

Photograph 27

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Photograph 28

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Photograph 29

OCCUPATIONS OF WOMEN IN PITTSBURGH CANNERIES		
Occupation	**Number of Women**	**Percentages**
Sorting Pickles	48	6.1%
Wrapping	50	6.4%
Preparation Work	67	8.6%
Filling Cans	70	8.9%
Tin-Can Cutting or Soldering	75	9.6%
Bottling	179	22.9%
Labeling	293	37.5%
Total	**782**	**100%**

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Alberts, Robert C. "The Good Provider." American Heritage, February 1972, pp. 26-47.
This article in the American Heritage magazine, discusses the empire of the H. J. Heinz Company.

Alberts, Robert C. The Good Provider. Boston: Houghton Mifflin Company, 1973.
In order to summarize Henry John's life, Alberts wrote this book. This book begins by discussing how Henry John Heinz formed the Heinz Company.

Alberts, Robert C. Personal Papers of Robert C. Alberts, 1972.
These papers were the notes that Robert C. Alberts took while he was researching the Heinz Company.

American Heritage, eds. Railroads in the Days of the Steam. Mahwah, New Jersey: Troll Associates, 1960.
This book discusses for students how the American railroads allowed America to grow and develop in the industrial period.

Butler, Elizabeth Beardsley. Women and the Trades. New York: Arno and The New York Times, 1969.
In the early 1900s many women were working. This book focuses on women working in Pittsburgh at this time. The women working in canneries are included in this book.

Cahn, William. A Pictorial History of American Labor. New York, Crown Publishers, Inc., 1972.
This book is appropriate for teachers to use as background material on the American labor movement. This book does include many pictures to illustrate the American labor movement.

Campbell, Hannah. Pass the Ketchup, Please. New York: Fleet Press Corporation, 1964.
This article focuses on how Henry John Heinz created America's favorite condiment.

Clark, Francis E. Rev. "The Greatest Food-Factory and Something More." The Christian Endeavor World, January 12, 1905, p. 29.
Giving some history of the Heinz factory, this article talks about how Heinz created a product that was better than mother use to make.

"Corner Stone of Settlement House Laid." November 2, 1913.
This newspaper article announces that the corner stone of the Sarah Heinz Settlement House was laid on the corner of East Ohio Street and Canal Street.

Dienstag, Eleanor Foa. In Good Company. New York: A Time Warner Company, 1994.
This newly published book gives some background information of the Heinz Company. Mainly, this book focuses on all of the Corporate Executive Officers (CEO) that have been in charge of the Heinz Company.

The 57. Pittsburgh: H. J. Heinz Company, 1903.
This article reviews some of the main points that Henry John Heinz discussed when he addressed his employees.

Flory, Joseph. "H. J. Heinz: A Self-made Millionaire who lived by the Golden Rule." Pennsylvania, Fall 1984, pp. 22-25.
This article talks in great detail how Henry John Heinz became a millionaire by working hard and being honest.

Foner, Philip S. and Schultz, Reinhard. The Other America. London: Journeyman Press, 1985.
This book illustrates the history of the Labor Movement in the United States. Included in this book are pictures of women working in canneries. This book is appropriate for students to look at the pictures.

Freedman, Russell. Kids at Work. New York: Clarion Books, 1994.
This children's book focuses on the children who were required to work in mines, factories, sweat shops, and canneries during the early 1900s. This book contains many great pictures of children working.

A Golden Day: A Memorial and a Celebration. Pittsburgh: H. J. Heinz Company, 1925.
This book examines the celebration of the H. J. Heinz Company in 1925.

H. J. Heinz Company--Relishing the Past. Pittsburgh: H. J. Company, 1994.
This pamphlet reviews some of the many landmark events of the H. J. Heinz Company.

"H. J. Heinz Company." International Directory of Company Histories. Chicago: St. James Press, 1990, pp. 507-509.
This summary of the H. J. Heinz company gives background of what the Heinz Company is involved in today throughout the world.

"H. J. Heinz Opens Memorial to His Wife." Pittsburg Gazette, June 7, 1915.
This newspaper article from the Pittsburg Gazette talks about how the Sarah Heinz House is a memorial erected by Henry John Heinz. This house was built for the neighborhood youth.

"Heinz Created a Mecca on the North Side." Post Gazette, May 2, 1987.
This newspaper article focuses on how the Heinz Company has grown since 1869.

"Heinz Family to Erect Settlement House as a Memorial on Northside." Sun, August 2, 1913.
This newspaper article discusses how the Heinz family built the Sarah Heinz House on the Northside of Pittsburgh for boys and girls.

Heinz 57 News. Pittsburgh: H. J. Heinz Company, 1889-1919.
Heinz 57 News is a company newspaper for the employees of Heinz. This newspaper is published every Tuesday. This newspaper helps to foster good spirits in the cannery.

Heinz, Henry John, III. Great-Grandfather Heinz's Pittsburgh, A talk before the Historical Society of Western Pennsylvania, March 7, 1973.
The Great Grandson Henry John Heinz III spoke before the Historical Society of Western Pennsylvania honoring his Great-Grandfather. In this speech, many of the accomplishments of Henry John Heinz were discussed.

"Heinz Pickle Journal." Volume 57, Number 1.
This journal gives a history of the Heinz Pickle Pin. The Heinz Pickle Pin has been known as one of the most effective advertising devices.

"Heinz--The Story of an American Family," Q. W. E. D.
This video reviews the history of the entire Heinz Family.

The Heinz Tradition. Pittsburgh: H. J. Heinz Company, 1994.
This pamphlet discusses the philosophy of the Heinz Company. This pamphlet also describes some of the many worldwide operations of the H. J. Heinz Company.

"The House of Heinz." Fortune, February 1972, pp. 74-79, 136-144.
This article in Fortune magazine describes how H. J. Heinz built his empire by making something that everyone wants.

Kellogg, Paul Underwood, editor. Wage Earning Pittsburgh. New York: Survey Associates, Inc., 1914.
This book discusses many of the industries that allowed Pittsburgh to be an industrial city. The Pittsburgh canneries were included in this discussion.

Labor on the March. New York: Harper Crest.
This textbook goes in-depth about some of the major struggles of the American workers. This book focuses on how the American workers achieved equality and respect.

"The Man and His Company." Carnegie Magazine, October, 1969, pp. 279-284.
This article published 100 years after Heinz was established discusses some of the many landmark events over the past one-hundred years.

The Pittsburg Leader. Allegheny, PA: Jos T. Colvin and Company Printers, c. 1900.
This newspaper article from 1900 examines how Heinz ships its bottles and jars from the glass factory down the Allegheny river to the food processing plant.

Sanborn Fire Insurance Maps. Pittsburgh, Pennsylvania. 1927.
Sanborn Fire Insurance Maps show in detail where the buildings and houses are located in a certain area. This map also describes the types of materials that were used to build each building and house.

"Sarah Heinz House Opened." Pittsburg Post, June 7, 1915.
This newspaper article announces that the Sarah Heinz House was open to provide children of the area recreational opportunities.

Seeger, Pete and Reiser, Bob. Carry It On! New York: Simon and Schuster, 1977.
This book contains songs and pictures of men and women working in America. Many of these songs would be appropriate for fourth graders to sing.

Smith, Arthur G. Pittsburgh: Then and Now. Pittsburgh: University of Pittsburgh Press, 1990.
This book looks at many areas in Pittsburgh that have changed over the years. One area that it looks at is the Spring Hill Area where many Heinz employees live.

The Successful American. November 1900, pp. 42-49. (Reprint)
This article discusses how Heinz became America's representative manufacturing establishment by being a model of cleanliness. This article also discusses how Heinz sells his products all over the world.

Tarbell, Arthur. "Heinz--The Man, Not the Pickle." Human Life, August 1910.
This article by Tarbell takes an in-depth look at the life of Henry John Heinz.

2069 A. D. Pittsburgh: H. J. Heinz Company, April 1969.
This pamphlet takes a look at what the Heinz Company has done since 1869. This pamphlet also projects what the Heinz Company will be involved with in the year 2069.

United States Census. Pittsburgh, Pennsylvania. 1920.
The United State Census from Troy Hill and Spring Hill shows in great detail where the H. J. Heinz employees lived. The census also shows the place of birth of an employee.